DOCUMENT RESUME

ED 467 222 EA 031 796

AUTHOR	Wineburg, Sam, Ed.; Grossman, Pam, Ed.
TITLE	Interdisciplinary Curriculum: Challenges to Implementation.
ISBN	ISBN-0-8077-3987-1
PUB DATE	2000-00-00
NOTE	201p.; Foreword by John Goodlad.
AVAILABLE FROM	Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (clothbound: ISBN-0-8077-3988-X, $52; paperback: ISBN-0-8077-3987-1, $24.95). Tel: 212-678-3929; Fax: 212-678-4149; Web site: http://www.tcpress.com/index.html.
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	Core Curriculum; Curriculum Design; *Curriculum Development; Elementary Secondary Education; *Interdisciplinary Approach; Program Implementation
IDENTIFIERS	Reform Efforts

ABSTRACT

The reputed merits of the interdisciplinary curriculum movement are explored in this collection of works by leading educators. Context is laid out in the introduction, "When Theory Meets Practice in the World of School," by Pam Grossman, Sam Wineburg, and Scott Beers. The chapters are as follows: (1) "On Disciplinary Lenses and Interdisciplinary Work," by Veronica Boix Mansilla, William C. Miller, and Howard Gardner; (2) "Hunting the Quark: Interdisciplinary Curricula in Public Schools," by Judith Rényi; (3) "Scenes from a Courtship: Some Theoretical and Practical Implications of Interdisciplinary Humanities Curricula in the Comprehensive High School," by Sam Wineburg and Pam Grossman; (4) "Disciplinary Landscapes, Interdisciplinary Collaboration: A Case Study," by Frederick L. Hamel; (5) "Curricular Conversations in Elementary School Classrooms: Case Studies of Interdisciplinary Instruction," by Arthur N. Applebee, Robert Burroughs, and Gladys Cruz; (6) "The Photosynthesis of Columbus: Exploring Interdisciplinary Curriculum from the Students' Perspectives," by Kathleen J. Roth; (7) "The Subjects of Debate: Teachers' Clashing and Overlapping Beliefs about Subject Matter During a Whole-School Reform," by Karen Hammerness and Kay Moffett; (8) "'...So That the Two Can Mix in This Crucible': Teachers in an Interdisciplinary School-University Collaboration in the Humanities," by Gabriella Minnes Brandes and Peter Seixas; and (9) "Restructuring Knowledge: Mapping (Inter)Disciplinary Change," by Leslie Santee Siskin. (RT)

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